

**Title:** Explicit Reading Comprehension Instruction in Elementary Classrooms: Teacher Use of Reading Comprehension Strategies  
**Author(s):** [Jan Lacina](#)  
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Explicit **Reading Comprehension** Instruction in Elementary Classrooms: Teacher Use of **Reading Comprehension** Strategies--Ness

Over the past 30 or so years, education researchers have noted better strategies for helping improve students' text **comprehension**. What educators have learned is that there is no one perfect strategy, but that students must use many flexible strategies for recalling information from text, determining themes, and developing high-level connections to the text. In the present study, Molly Ness conducted an observational study to identify the frequency of **reading comprehension** instruction in elementary classrooms. The author set out to determine which **reading comprehension** instructional strategies were most used by teachers in elementary classrooms.

Researchers have shown that **comprehension** is the most important aspect of **reading**, as it helps students construct meaning out of, and make personal connections to, the text. Ness provides a thorough literature review demonstrating the benefits of explicit **reading comprehension**. Even more specifically, when elementary-age children are provided with explicit **comprehension** instruction, their performance on higher-level tasks increases. Despite their many benefits, these strategies are not always taught in the elementary classroom. One reason is that **comprehension** instruction is often less teacher-directed, and so the teacher prompts students instead of drilling them with questions. It is often difficult for teachers to make **comprehension** a daily part of their instructional day.

Lacina, Jan

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